

[STATE NORMAL SCHOOL AT WORCESTER.]

APPRENTICE'S DIARY

FOR THE WEEK ENDING

Friday, *April 1,* 188*7.*

APPRENTICE.

Annie E. Fales

SCHOOL.

GRADE *IV*, *Thomas Street*

TEACHER, *Miss Mary E. Houghton*

Monday, March 28.

I came to Worcester this morning but found that the storm was so severe that the signal for no school had been rung.

[Tuesday] I did not hear any regular lesson today, but the teacher told me that she had decided to give me Div. B - in number for one class. This division is composed of children who are behind the rest in their number, and are now reviewing Multiplication and Subtraction before taking up Long division. I corrected a great many slates today, and helped these children in doing some of their examples.

Tuesday, March 29

This morning after the singing - the first of the morning exercises - the teacher introduced me to the school by a few words, telling the children my name, and that I was to be their teacher for a few weeks. She said she should expect them to obey my orders just as if it were she who gave them. Some of the boys, after looking me all over, looked at one another and laughed as if they looked forward to a good time. I think I shall like this school very much, though some of the larger boys look as if they might be rather hard to manage.

Wednesday, March 30.

Today at the Normal School. Mr. Russell, in a talk this morning, spoke of our trying, after beginning to teach, to see if the end or effect of our instruction, is what we aimed at. To find out in some delicate way, if possible, what we are really doing for our pupils. In one class the reading of some old English poetry, and in another, the continuation of the drama, King René's Daughter, were very interesting to me. Mr. Adams showed us how to use the Camera in making maps, and one of the girls, while standing just in front of the glass through which the sun was shining, found that a hole had been burned through her dress.

Thursday, March 31.

Today I gave a writing lesson to the B. division. Most of the children write very well, but their great trouble is in getting the correct slant to some of the letters — particularly the loop letters. I drew lines through their letters, to show them how they slanted, then wrote the word for them, making each letter very carefully, and afterwards drawing lines through them; the children saw what I wanted, and I saw some improvement even in this one lesson. The principal is very anxious to have the writing improved, so I shall now have an opportunity to try my skill in giving these lessons.

Friday, April 1.

This afternoon we had what are called "Friday afternoon" exercises from half past three until four o'clock. These reminded me of our Platform exercise at the Normal School. The teacher asks who in each row has something prepared for the afternoon and each comes in his turn. All who read, or took part in any way were girls. I don't think this is generally the case. One girl - ten years old - sang a rather sentimental song called "The Letter that never came," which seemed to amuse the boys especially. The rest of the exercise was reading, and consisted of stories from the "Lace Spring," and such books - One boy told the

Explanations and Remarks.

I find to my surprise, considering the age of the pupils, almost no disorder when the teacher leaves the room for a few moments. The boys whom I feared most, are very quick to do just what I tell them, and I really enjoy being left in charge of the room.

(Friday) teacher at noon that he had learned a piece for the afternoon with eight lines, I think. She said "Are there two verses?" and he answered, "Two stanzas," I don't know whether he knew that was the proper word, or just said it to be different from her. He was so disorderly in the afternoon that he was sent to the dressing room, and did not speak.

